



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

515 South Stanfield Road, Stanfield, AZ 85272

Stanfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Darrin L. Johnson
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-8
Web Address : www.stanfield.k12.az.us
Phone Number : (520) 424-3353
Fax Number : (520) 424-0300
E-mail : djohnson@stanfield.k12.az.us

Mission

Schools are for children; schools belong to the community; schools are people developers; self-effort educates. The mission of the district is to provide comprehensive, success-orientated learning activities for young people in our schools.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The percent of students who Meet or Exceed the Standards in Reading and Math as measured by AIMS will increase by 10% per year.
- ü To continue administering the District Assessment, which regularly assess progress of students in preparation for the AIMS test.
- ü To have all instruction directed towards the state standards.
- ü Increase our math and reading scores to meet adequate yearly progress.

Enrollment

October 1, 2005 School Year Student Enrollment : 737
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü At-risk Preschool
- ü Gifted
- ü On-site Special Education
- ü Special Education Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 7 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Stanfield Elementary School has a responsibility to ensure the parents of our students that we provide a safe comprehensive success orientated environment fo their children. Parental involvement is encouraged at all levels.

Parents

Parents are responsible for making sure their children attend school regularly and that they arrive on time. Parents are expected to attend parent/teacher conferences and to be actively involved in their child's education.

Transportation Policy

Stanfield Elementary School provides bus transportation services for students in specified transportation areas. We are a rural district and our buses cover approximately 570 square miles daily.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Who's Who Among America's Teachers	2000
ü Student of the Month	2005
ü Academic Excellence Award	2005
ü Perfect Attendance	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	69	78400	84	84	97	529	529	554	30	30	21	26	26	19	42	42	47	1	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38686	90	90	98	524	524	554	34	34	20	29	29	20	37	37	49	NA	NA	12
Male	34	34	39636	79	79	96	533	533	554	26	26	23	24	24	18	47	47	46	3	3	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	49	49	30732	83	83	97	524	524	534	37	37	31	22	22	24	41	41	40	NA	NA	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	14	14	37038	93	93	97	552	552	575	NA	NA	11	36	36	14	57	57	56	7	7	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	68	68	70560	100	100	99	529	529	560	31	31	17	25	25	19	43	43	50	1	1	14
Limited English Proficient Students	15	15	8956	94	94	95	497	497	502	67	67	56	20	20	25	13	13	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	69	69	33014	84	84	95	529	529	534	30	30	31	26	26	24	42	42	40	1	1	5
Non-Economically Disadvantaged	--	--	45386	--	--	99	--	--	569	--	--	15	--	--	15	--	--	52	--	--	18

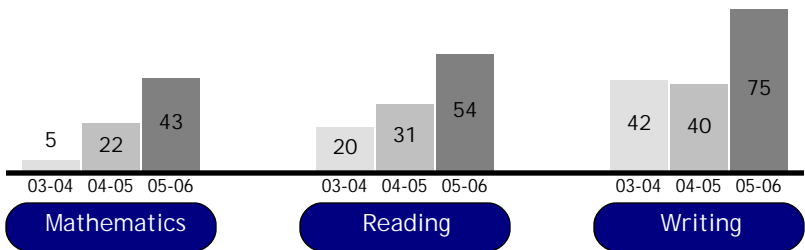
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	79179	83	83	98	507	507	519	10	10	11	35	35	27	54	54	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38974	90	90	99	507	507	524	11	11	8	29	29	25	60	60	61	NA	NA	5
Male	33	33	40124	77	77	97	507	507	513	9	9	13	42	42	28	48	48	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	48	48	30987	81	81	98	498	498	498	13	13	17	38	38	36	50	50	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	14	14	37467	93	93	98	537	537	539	NA	NA	5	29	29	17	71	71	70	NA	NA	8
Students with Disabilities	--	--	8567	--	--	88	--	--	467	--	--	39	--	--	38	--	--	22	--	--	1
Students without Disabilities	68	68	70612	100	100	99	507	507	524	10	10	7	35	35	25	54	54	62	NA	NA	5
Limited English Proficient Students	15	15	9013	94	94	95	461	461	461	33	33	40	47	47	48	20	20	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	68	68	33345	83	83	96	507	507	499	10	10	17	35	35	36	54	54	46	NA	NA	1
Non-Economically Disadvantaged	--	--	45834	--	--	99	--	--	533	--	--	7	--	--	19	--	--	67	--	--	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	79734	83	83	99	538	538	554	3	3	3	22	22	19	75	75	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39243	90	90	99	558	558	568	NA	NA	2	9	9	12	91	91	85	NA	NA	1
Male	33	33	40413	77	77	98	517	517	541	6	6	4	36	36	26	58	58	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	48	48	31254	81	81	99	536	536	539	4	4	5	19	19	25	77	77	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	14	14	37668	93	93	99	548	548	569	NA	NA	1	29	29	13	71	71	85	NA	NA	1
Students with Disabilities	--	--	8943	--	--	92	--	--	495	--	--	11	--	--	51	--	--	38	--	--	1
Students without Disabilities	68	68	70791	100	100	100	538	538	561	3	3	2	22	22	15	75	75	83	NA	NA	0
Limited English Proficient Students	15	15	9138	94	94	97	494	494	492	13	13	13	40	40	46	47	47	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	68	68	33718	83	83	97	538	538	538	3	3	5	22	22	26	75	75	69	NA	NA	0
Non-Economically Disadvantaged	--	--	46016	--	--	100	--	--	567	--	--	2	--	--	14	--	--	84	--	--	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
8	Reading	96	39	NA	55	100	32	32	51	83	52	52	58
	Language	96	28	28	52	100	37	37	50	83	52	52	56
	Mathematics	96	46	46	61	100	37	37	53	84	46	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Stanfield Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Reading
- ü Math
- ü Language Arts
- ü Eighth Grade Promotion
- ü Eighth Grade End of Year Trip
- ü Discipline - Behavioral Modification

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	46.50
Other Professional Staff	1.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	7	2	0	0
7 to 9 years	4	5	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	178
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Media Center
- ü Satellite Monitors in Classrooms
- ü Library

Extracurricular Activities

- ü Sports
- ü Student Council
- ü Hands Across the Border
- ü Native American Club
- ü Mac-ro Math Club

Social Services

- ü After School Program
- ü Free Breakfast
- ü Clothing/Food Banks
- ü Free Lunch
- ü Counseling Services
- ü Full Time Nurse
- ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü K-3 Reading First program was established for students.
Students made tremendous gains during 2005-2006 school year using this program.
- ü Professional development for staff in assessing and intervention of student progress. Training in Diebels-Compass learning.
- ü Develop district assessment program for assessing and intervention.
- ü Benchmarks were established for each grade level.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The establishment of a uniform dress code has greatly reduced the incidents of gang violence and physical confrontations on campus. The Character Counts program is a positive influence on our campus. SRO teaches law related education including: anti-bullying, drugs and violence, etc.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

20

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Darrin L. Johnson	(520) 424-3353
Transportation Policy	Marlo Schuh	(520) 424-3353
Community Resources	Aida Olguin	(520) 424-3353
School Nutrition Programs	Juan Vivas	(520) 424-3353
Parent Organization	Minnie Hodges	(520) 424-3353
Student Health/Nurse	Claudia Jane Verville	(520) 424-3353

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 761 Copies = \$222.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.